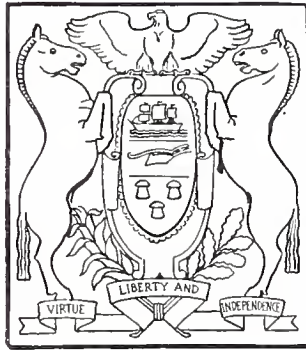


HOME AND SCHOOL VISITOR MANUAL



BULLETIN 109

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DEPARTMENT OF PUBLIC INSTRUCTION
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THE NEWER PROGRAM IN SCHOOL SERVICES

ONE OF THE AIMS included in Pennsylvania's Education Charter is to provide "For every child in Pennsylvania the protection of his constitutional right to an education."

An education for every Pennsylvania child was the ideal established by the founders of our Commonwealth and by the authors of our free school law. But our educational leaders have long realized that the benefits of the school attendance law are being denied to some less fortunate children because of failure within the child's environment caused by lack of information, indifference, poverty, exploitation or neglect.

In order that Pennsylvania's educational program may be made available to every child in the Commonwealth, effective social service activities have been developed within school districts under the administration of school authorities. These services extending into the home and community are now recognized as necessary phases of the public school program.

This manual is presented in the hope that all the resources of home, school and community may be utilized in securing for each individual child, according to his need, those things necessary for the development of an educated citizen.

This bulletin was prepared by Helen C. Markell under the general direction of J. Y. Shambach, Chief, Division of Child Accounting and Statistics.

January 1, 1936.

LESTER K. ADE
Superintendent of Public Instruction

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INTRODUCTION

THE FIRST school attendance law was passed by the Pennsylvania General Assembly in the year 1895. Since then public sentiment has been at work constantly effecting higher legal requirements regarding the school attendance of all the children of all the people of the Commonwealth.

As the length of the child's school life increased, the older methods of dealing with the problems of irregular school attendance were found to be inadequate to meet the problems of the adolescent child and his home environment. For this reason Section 1432 of the Pennsylvania School Laws was changed by the General Assembly in 1929 to permit the employment of home and school visitors.

PURPOSE

Irregular school attendance is recognized as a symptom of the child's social maladjustment caused by influences either within the home or the school environment. It is the duty of the home and school visitor to find the cause of this maladjustment, and to work out a plan of social adjustment for the child. This work, involving an intensive study of the relationships of the interacting personalities that touch the child's life, requires the services of a trained worker.

AIMS OF HOME AND SCHOOL VISITOR PROGRAM

- A. GENERAL AIM—The individual school child's complete adjustment to life situations.
- B. SPECIFIC AIMS:
 - 1. To discover through contacts both inside and outside the school, the cause of pupil maladjustment and to bring about an understanding of these maladjustments by both school and home.
 - 2. To remove, if possible, the causes of physical, emotional and social maladjustments.
 - 3. To assist in bringing the handicapped child and his parents to an understanding and a willingness to accept special educational facilities, particularly when the local school district cannot provide within its own borders educational opportunities for physically and mentally handicapped children.
 - 4. To prevent the development of habits of delinquency, by the correction of the child's emotional and environmental difficulties.
 - 5. To cooperate with local and state social agencies in providing for every child who is in need, a minimum of health, security, and happiness.



THE HOME AND SCHOOL VISITOR

CHILDREN in need of special assistance to enable them to become socially adjusted are to be found in every school district. In developing a program of adjustment for these children, it is the duty of the home and school visitor to make a complete study of the individual child. She should study his educational maladjustment, his abilities and disabilities, his interests and antagonisms, his attitudes toward his teachers and their attitudes toward him, as well as the causes for these attitudes.

She should study his home environment and see the relationships that exist between parents, between parent and child, and among brothers and sisters.

She should see the child with other children and study his reactions to group and individual contacts.

She should study the community in which the child lives to learn what conditions exist there that are operating against the child's best interests.

A program of adjustment should be based on the conclusions developed from this study in cooperation with the other members of the school staff who are interested in the child under discussion.

A. **PROFESSIONAL QUALIFICATIONS.** Because of the seriousness and danger involved in dealing with problems in the field of human relationships, the minimum educational qualifications necessary for a home and school visitor certificate established by the State Council of Education are as follows:

1. A certificate of standard grade (College Provisional or Permanent, Temporary or Permanent Standard, Normal School Certificate or Diploma) may be validated authorizing the holder to act as HOME AND SCHOOL VISITOR on the completion of six semester hours in approved courses of college grade selected from the following list, or equivalent approved courses:

- Applied Sociology
- Sociology of Educational Problems
- Principles of Family Social Work
- Problems of Poverty
- Social Problems of the Family
- Social Control
- Social Hygiene
- Social Maladjustment
- Social Psychology
- Methods of Social Investigation
- Society and the Child
- Principles and Problems of Child Welfare
- School Administration Including Records and Reports and School Law

2. A Temporary Standard Certificate authorizing the holder to act as HOME AND SCHOOL VISITOR may be issued to an applicant who has completed four years of approved high school preparation and at least two years of an approved college or post high school curriculum including six semester hours from the list of subjects given above. This Temporary Standard Certificate is valid for two years. The first renewal of this certificate is dependent upon a rating of "low" or better. Subsequent renewals require a rating of "middle" or better. This certificate will be made permanent on evidence of four years of experience as HOME AND SCHOOL VISITOR on a Temporary Standard Certificate in the public schools of this Commonwealth.
3. In addition to the minimum requirements established by the State Council of Education, training and experience in school nursing and classroom teaching, as well as the ability to interpret or administer psychological tests and measurements, are invaluable aids in solving the child's problems.

B. PERSONAL QUALIFICATIONS. The home and school visitor may be the only point of contact between the school and the home. It is necessary therefore that this representative of the school shall possess a wholesome, well balanced personality. Her most effective tools in bringing about cooperation between home and school are tact, sympathy and human understanding, but with these she must possess the strength of character that will not allow sympathy for a difficult family situation to interfere with the child's receiving, as a minimum, a common school education.

1. Sincerity. The work of the home and school visitor should be motivated by a love of children, and a desire to work out for each child under her care a solution for his social problems. The friendliness and tact with which she makes her successful home contacts must be the result of a sincere interest in the welfare of the child and of his family. Children, as well as adults, are quick to recognize a lack of sincerity on the part of the visitor. No cooperation can be developed between the home and school until a mutual confidence is established.
2. Health. No phase of school work requires a greater expenditure of physical and nervous energy than that of the home and school visitor. Her hours are long and irregular. It may be necessary to call in the early morning to interview a working mother, or late in the evening to see a father employed out of town. But, no matter how difficult the problem may be, nor how long and hard the day's work may have been, the home and school visitor may not risk any appearance of irritability. A lack of patience, tact, and understanding may cause her to lose a friendly contact, that she has worked long to establish.
3. Maturity of Judgment. If the home and school visitor is to assist in solving the family problems, it is necessary that her judgment be based on study and experience in social case work. This mature judgment is necessary that she may diag-

nose the child's difficulties and suggest a solution that will work for the good of the child and that will be respected and followed by teacher and principal, as well as by parent and child.

4. **Trustworthiness.** It is a serious thing to enter into the life of another person. In trying to solve the child's problem, the home and school visitor must, of necessity, hear and see much of the private lives of the members of the families with whom she comes in contact. What is learned during these interviews and recorded, must be treated with the greatest respect and confidence by the home and school visitor, and made available only to those who are to assist in the solution of the child's problem.
5. **Leadership.** The home and school visitor should be a leader in the school, the home, and the community. Her best work is done when she has led school, home and community to develop constructive plans for the maladjusted child as part of their own program.

C. **ATTITUDES.** Solving the child's problem of maladjustment frequently requires that the home and school visitor cooperate with a number of persons in the school, the home and the community. Her success or failure will be determined by the attitude that she assumes in approaching these various people. It would be impossible to state just what attitude should be taken in these various contacts. The worker's judgment will determine the approach for each situation. Nevertheless there are some attitudes that should be accepted or rejected in all fields of human relationship.

1. **Right Attitudes:**

- a. **Objective.** The home and school visitor must deal with all situations with a maximum of judgment and a minimum of emotion. Lack of objectivity may cause her to become personal in an argument. She must be impartial and yet not callous.
- b. **Respect for the Judgment of Others.** In order that the home and school visitor may discover and make use of the best phases of the individual or family situation she must show respect for the judgment of the person with whom she is to work.
- c. **Cooperative.** No effective work can be done for the maladjusted school child unless the program developed for solving his problem is accepted as a desirable plan by home, school, and the community.
- d. **Unprejudiced.** The home and school visitor will come in contact with many social situations that are new and unusual to her. In solving the child's problem, she will be compelled to study, not only the environment that has caused the child's maladjustment, but also the forces that have caused the anti-social attitude on the part of the parents. She will have to forget her own prejudices in working out the child's constructive program.

2. Wrong Attitudes:

- a. Timid. The young worker will frequently feel unwilling to investigate what appear to be the private affairs of the child's family. The prying attitude is always to be avoided, but with experience and the development of the worker's confidence in her own judgment, and her realization that the investigation is a necessary step in solving the child's problem, this feeling of timidity will disappear.
- b. Patronizing. This attitude lacks real understanding, and is apt to develop into intolerance toward the child or the parent, when the home and school visitor's plan is not accepted.
- c. Suspicious. Lack of belief in the sincerity of the child or parent destroys the relationship of mutual respect.
- d. Managing. No real constructive program for the child or the family can be developed until the child and his family accepts this program as one to be worked out for its own value, and not to be done to please the worker.

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THE MALADJUSTED CHILD

- A. EVIDENCES OF MALADJUSTMENT. Many problems are presented by the unadjusted child. The most common and most evident of these problems are poor health, irregular attendance, tardiness, day dreaming, misconduct, and delinquency. The first symptoms of the child's lack of adjustment may appear in the kindergarten or primary school grades. Here should begin the serious work of overcoming undesirable habits and of developing in the child socially acceptable character traits. The accomplishment of this service requires that we understand the factors in the life of the child that are preventing his becoming socially adjusted.
- B. CAUSES OF MALADJUSTMENT. Pupil maladjustment may be caused by the child's own physical or mental handicaps. The more common of these are:
1. Physical handicaps.
 - a. Defective eyesight
 - b. Defective hearing
 - c. Defective bones, joints or muscles.
 - d. Carious teeth
 - e. Malnutrition
 - f. Heart defects
 - g. Glandular defects
 2. Mental handicaps
 - a. Nervousness
 - b. Mental disease
 - c. Deficient intelligence
 - d. Emotional instability
 - e. Abnormal introversion
 - f. Abnormal extroversion
 - g. Feelings of inferiority
 - h. Mental conflicts
 - i. Worry
- C. FAILURE IN SCHOOL ADJUSTMENT. The failure of the child to become socially adjusted may be caused by forces within the school organization such as:
1. School
 - a. Academic maladjustment
 - b. Inflexible school curriculum
 - c. Unattractive school surroundings
 - d. Unenthusiastic teachers
 - e. Ridicule by teachers or other pupils
 - f. Lack of educational, vocational, or social guidance

- g. Lack of sympathetic understanding of child with physical or mental handicap
- h. Lack of recognition
- i. School program that fails to meet the emotional need of the child

D. HOME AND NEIGHBORHOOD CONDITIONS. Most frequently the child's problem of adjustment is caused by a number of interrelated forces, finding their origin in the home and neighborhood influences that bear upon the child's life and affect his attitudes and behavior. Factors in the home and neighborhood that militate against the child's social welfare are:

1. Home conditions

- a. Lack of understanding of school program
- b. Failure in child training
 - 1. Overindulgence
 - 2. Lax discipline
 - 3. Indifference
- c. Inadequate rest and sleep for the child
- d. Neglect or abuse of the child
- e. Illness in the home
- f. Social insecurity
- g. Poverty caused by insufficient income, unemployment, or unemployableness of the wage earner
- h. Working mothers
- i. Foreign-born parents
- j. Demoralized home conditions caused by broken homes, overcrowding, alcoholism, immorality, and criminality

2. Neighborhood conditions

- a. Lack of recreational facilities
- b. Gangs and undesirable associates
- c. Lawlessness

PROGRAM OF ADJUSTMENT

That the child has shown anti-social tendencies, and that the school has discovered forces in his life that appear to prevent his becoming adjusted, places upon school administrators the responsibility of bringing to the solution of the child's problem, all the resources available in the school and in the community.

A. HEALTH. The first step to be taken in solving the child's problem is to secure for him a complete health examination. In the larger school districts the physician, nurse and psychologist are part of the school organization. In the smaller school districts, these services may be obtained for the child through the cooperation of local and state agencies. At times, the securing of these services appears to be a hopeless task. But through the cooperation of interested persons in the community, the home and school visitor has been able to

bring this service to the district or to have children taken to hospitals where the service is available.

- B. **SCHOOL.** When the causal factors of the child's maladjustment are found to be within the school organization, every effort should be made to arrange an individualized curriculum based upon the child's abilities and needs. A change of teachers or of school is sometimes necessary in order that conflict between personalities may be avoided, or that undesirable companionships may be prevented.
- C. **THE COMMUNITY.** Probably the most difficult phases of pupil adjustment are the problems caused by home and neighborhood surroundings. For this work the home and school visitor should have a knowledge of approved practices and procedures in family social case work. Until the parent has been brought to an understanding of the child's problem and to a willingness to cooperate in a plan for the adjustment of the child's difficulties, the school program cannot be completely successful. Where the work of the home and school visitor appears to be blocked because of undesirable home conditions, the assistance of local social service organizations, the church, and the court may be needed in order that the rights of the child may be conserved. Each child's problem is an individual one. No rules can be formulated for its solution. The resourcefulness of the home and school visitor can usually be relied upon to find some solution which will bring about the child's adjustment.
- D. **COOPERATING AGENCIES.** Some of the agencies to which the school may turn for aid in solving the personality problems of school children are:
 - 1. Local hospitals and clinics
 - 2. Local Parent-Teacher associations
 - 3. Local service clubs: Kiwanis, Rotary, Lions, Quota, etc.
 - 4. Psychology Departments of accessible universities and colleges
 - 5. Division of School Inspection, State Department of Health, Harrisburg
 - 6. Mental health clinics conducted under the direction of the State Department of Welfare, Harrisburg
 - 7. Division of Special Education, State Department of Public Instruction, Harrisburg
 - 8. Division of Child Accounting and Statistics, State Department of Public Instruction, Harrisburg

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COOPERATION WITHIN THE SCHOOL

"For every child understanding and the guarding of his personality as his most precious right."—THE CHILDREN'S CHARTER.

The school districts of Pennsylvania differ greatly in size and complexity of organization. In some districts, the home and school visitor works directly under the Superintendent of Schools, in some districts she works under the Supervisor of Attendance, and in other districts, a home and school visitor is assigned to a certain school and her work is directed by the Building Principal.

Because of the various school organizations, because of the many and varied problems that the maladjusted school child presents, and because of the cooperation necessary both in the school organization and with social organizations in the community, it is neither possible nor desirable to fix definite limits for the work of the home and school visitor. In all cases the greatest service to the child should be the factor that will determine the procedures to be followed by the various departments in the school.

- A. THE HEALTH DEPARTMENT. Cases in which the principal cause of maladjustment is a health problem, should be under the care of the school physician. If the home and school visitor works on a case in which health is a contributing factor in the cause of maladjustment, there must necessarily be close cooperation with the medical department.
- B. THE CLASSROOM TEACHER. Visits to the homes of all pupils by the classroom teacher or by the home room teacher have been found to be helpful in bringing about a friendly relationship between the school and the homes of the community, as well as in assisting the school in a better understanding of the conditions under which the children live. Whether the custom of having teachers visit the homes of all the pupils is observed or not, it is with the classroom teacher that the home and school visitor works most closely in developing a plan of adjustment for the child. Although much of the home visiting is done by the home and school visitor while school is in session in order that the child's difficulties may be discussed during his absence from the home, the child's adjustment is primarily the problem of the classroom teacher. Without complete cooperation between her and the home and school visitor, no constructive program can be carried out successfully.
- C. THE GUIDANCE DEPARTMENT. The work of the home and school visitor should articulate with the guidance program of the school. The records of the child study department and of the guidance departments should be used by the home and school visitor as her records should be used by these departments. Without this cooperation the child would be the victim of conflicting plans and procedures.
- D. THE CURRICULUM COMMITTEE. The individualized curriculum for these unadjusted children should be based not only on the findings of the child study and the guidance departments, but also on the in-

formation furnished by the home and school visitor as a result of her study of the child's home and neighborhood conditions. The best interests of the child are the determining factors in deciding the steps to be taken to solve his difficulties, and the closest cooperation between members of the school staff is necessary. Fortunately, work for the maladjusted child appeals to persons who are broadminded, cooperative, and socially constructive, consequently it is possible to secure cooperation in developing a constructive program for the child. If it is found that an educational program does not conform to the needs of a child or a group of children, the necessary adjustments become the problem of those in charge of the schools.

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COOPERATION WITH COMMUNITY AGENCIES

The home and school visitor is the school social worker. It is necessary, therefore, that she know and cooperate with the other social agencies in the community to avoid duplication and conflicting effort.

- A. **SOCIAL SERVICE EXCHANGE.** The social service exchange provides an index to the case records of the social agencies in the community whereby one agency may learn what other agencies have been or are now interested in a particular person or family. If no social service exchange has been established in the community, the school may take the lead in establishing one. By having a small card file containing the names of the local social agencies, together with the names of the families where there are maladjusted children in which each agency is interested, a community social service exchange may be begun. Eventually this work should be taken over by a local social organization, with the school remaining as one of the co-operating agencies. The partnership with other professional groups is a helpful means of making the school program for pupil adjustment, socially effective.
- B. **HOSPITALS AND CLINICS.** Since health problems are by far the greatest cause of absence from school, the home and school visitor must work with the school medical inspector, the school nurse, and the dental hygienist in the school system, in securing for the child the correction of physical defects. But her home problems demand that she shall know the activities of the local board of health. Do they require a report on all communicable diseases including cases of tuberculosis and venereal disease? Are there infant welfare and pre-school clinics and public health nurses active in the community? She must know to what hospitals and dispensaries all members of the family may be referred, for her problem is frequently with some other member of the family as well as with the school child who is showing anti-social tendencies. Service clubs in the community, such as the Rotary, Kiwanis, Lions Club, etc., aid the school in solving the problem of the physically handicapped child. The preservation of the mental health of the child, and of other members of the child's family, may be neglected until some serious problem arises. If the community does not have a child guidance clinic, the home and school visitor should learn to know the facilities offered by the nearest mental health clinic. By special arrangement, trained psychologists from mental hospitals will come into a school district to examine and advise concerning the problems of the mentally ill. Children may also be taken to the psychological laboratory of the larger universities. Appointments for the examination of school children should be made with the head of the Psychological Clinic of the University.
- C. **SOCIAL AGENCIES.** Poverty presents another major cause of irregular school attendance. This problem must be handled with great tact and care. The home and school visitor will find, on the one hand, the families who have always been self dependent and who resent any suggestion of "Charity," and on the other hand the fami-

lies who have "been on the county" for generations, and who employ all known methods to get more assistance when any assistance is being given. By means of the social service exchange, the families receiving assistance may be discovered and frequently other agencies will bring about a solution of the problem of relief. Direct relief giving through the school should be done only in case of emergency when there is no other agency in the community that will or can care for this type of social work. When children are reported to be absent from school because of lack of food or clothing, the home and school visitor should visit the home to verify the need. If the need exists the case should be reported to local relief agencies. In determining the assistance that should be given to these families, the need of the child and not the intemperance or incompetence of the parent should be the determining factor. Although those connected with the public schools give direct relief only as an emergency measure this does not suggest the elimination of nutrition classes and free school lunches, scholarships, nor any type of assistance that the school may find necessary for the solution of the child's problem.

- D. THE COURT. The home and school visitor should represent the interests of the child in any court case affecting a school child. A complete case history, including the results of physical and psychological examinations, as well as a record of his problems of social maladjustment as shown by his attitudes and school record should be made available, in order that the court may have this assistance in working out a wise program of treatment or education for the child.
- E. COOPERATING AGENCIES. Among the agencies in the community that are giving invaluable service to school children are:
1. Big Brothers' and Big Sisters' Associations
 2. The Children's Aid Society
 3. The Children's Bureau
 4. County Emergency Relief Boards
 5. Churches
 6. Directors of the Poor
 7. Family Societies
 8. Hospitals and Clinics
 9. The Juvenile Court
 10. Knights of Columbus
 11. Red Cross Societies
 12. The Salvation Army
 13. Service Clubs
 14. The Society to Protect Children from Cruelty
 15. The State Employment Bureau
 16. Young Men's and Young Women's Christian Associations
 17. Young Men's and Young Women's Hebrew Associations

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SCHOOL ATTENDANCE

"For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction."—THE CHILDREN'S CHARTER.

"Happy, well adjusted children like to attend school and to succeed there." Irregular school attendance is the concrete evidence that the school child is not socially adjusted.

Since the home and school visitor holds the position in the public school system of Pennsylvania formerly occupied by the attendance officer, her first responsibility is the prevention of irregular school attendance by finding the cause of the child's maladjustment and, through the unified social service program of the school system, of working out a plan of adjustment for the child.

She should be thoroughly familiar with the laws controlling school attendance in Pennsylvania. She should know the duties and responsibilities of parents, teachers, and school directors as well as her own duties and responsibilities in respect to the enforcement of school attendance laws. A complete statement of these duties and responsibilities is contained in "A Digest of the Laws Controlling School Attendance and Employment of Minors," Bulletin No. 93, of the Department of Public Instruction, Harrisburg.

- A. CENSUS. In point of time in the child's school life, the home and school visitor's first responsibility is to see that every child in the school district is enrolled in and is attending an approved school or is receiving instruction from a private tutor approved by the county or district superintendent having jurisdiction in the district in which the child resides. In some school districts the home and school visitor takes the annual school census. When this is done the visits to the homes in the district enable the worker to see the conditions under which all the children live. She sees each child in his home and neighborhood surroundings, and recognizes the environment that is likely to be the cause of later difficulties. In her visit to the home she should begin constructive work by explaining to the parent the advantages of an early acceptance of the educational opportunities offered by the district. She should urge the preparation for the child's school life, explaining the advantages of having the child vaccinated several months or years before the school entering age. She should urge the taking of the child to the family physician or a pre-school clinic in order that remediable physical handicaps may be corrected.
- B. BEGINNERS. The names of all children between the ages of six and sixteen must be entered upon the school rolls. The school attendance law applies to those between the ages of eight and sixteen years. Before the child has reached the compulsory attendance age, his ab-

sence is sometimes considered lightly by the home and by the school. It is during these years that irregular attendance may lead to the formation of habits which result in indifference, truancy, and delinquency. A program for a continuing census may be developed by dividing the school district into small subdivisions, and making a school pupil in each division responsible for reporting to the school person in charge of school enrolment, births, deaths, and changes of residence of families moving into or out of the district. In this way, a spirit of community consciousness and civic responsibility on the part of school pupils is developed.

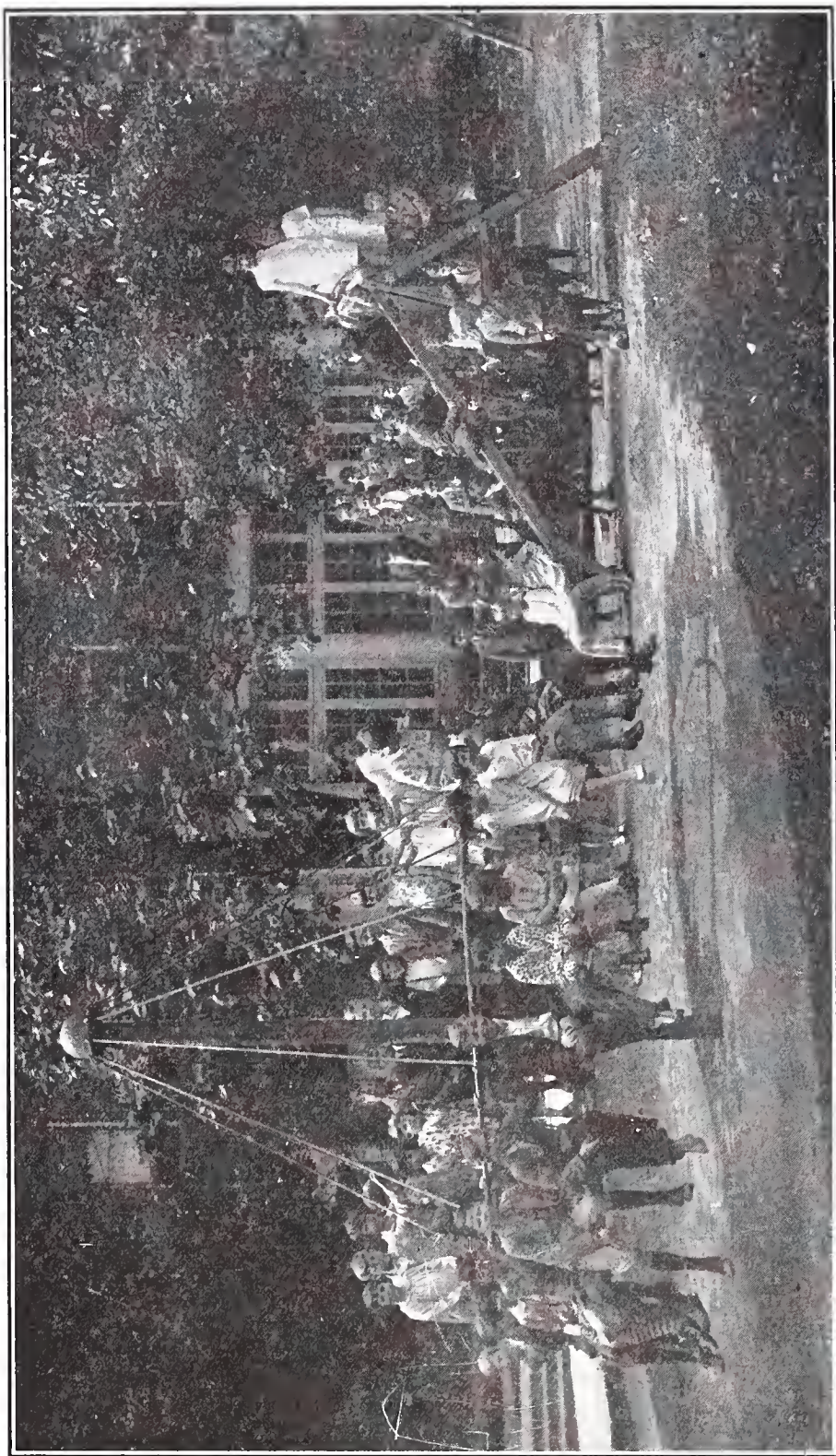
- C. **TRANSFERS.** The home and school visitor in some of the larger districts is responsible for seeing that transfers of school pupils are followed through until it is known with certainty that the child is enrolled in and attending another school either inside or outside the school district. Transfer cards, Form PICA-23-TC, are issued by the superintendent, principal, or teacher for those pupils that move out of the school district. As soon as the child leaves a school, the card properly filled out should be sent to the teacher, the district superintendent, or secretary of the school board in the district to which the child has moved. If the name of the proper official is not known, the card should be forwarded to the State Department of Public Instruction. Every effort should be made to learn the address to which the child has gone, but if the address cannot be ascertained, the card shall be forwarded to the Department of Public Instruction, Harrisburg, with a statement regarding the efforts that have been made to determine the new residence of the child. In no case should the transfer card be given to the child, for, if this is done, and the child fails to report to school, the district into which the child has gone may not know of his presence in the district until he is discovered in the annual enumeration. Districts provide their own transfer cards for transfers within the school district. In these cases the transfer card may be made out in triplicate. One card is given to the child to present at the school to which he has been assigned, one card is kept in the office of the school which the child leaves, and one is sent to the school to which the child has gone. The card presented by the child is stamped and dated and sent or given to the home and school visitor so that it may be placed in the central office files.
- D. **IRREGULAR ATTENDANCE.** All cases of absence should be investigated. Frequently, when illness is the excuse given, the home visit reveals that this is not the real reason for the child's absence. The failure of the parent to have the child ready for school at the required time is often the cause of the child's absence from school. The lack of good management on the part of the home causes the demand for the child's assistance in performing home duties during the time that the schools are in session, a serious detriment to the child's school progress. The home and school visitor has the difficult task of persuading some parents that running errands, caring for small children while the mother works, or during the illness of some member of the household, picking potatoes and husking corn, are not legitimate excuses for keeping children home from school. The law provides for Emergency Permits that may be issued for children

between the ages of fourteen and sixteen years who have completed the sixth grade in the elementary school, for very limited periods, to assist in cases of emergency in the home. Through cooperation with other social agencies in the community, the home and school visitor should be able to work out a plan for the solution of these home situations that will not sacrifice the right of the child to the minimum educational requirements of the school law.

- E. **TRUANCY.** The problem of truancy is a negligible factor in irregular school attendance. With the development of the individualized curriculum, a greater amount of hand work for the child interested primarily in manual activities, extra curricular activities, attractive school surroundings, and teachers trained to understand better the personality problems of children, school has become one of the most attractive places in the community. The child who is sent to school and does not arrive there is usually running away from a social situation that he is unable to meet. It is the work of the home and school visitor to find out the cause of the child's difficulty and the remedy necessary for bringing about the child's adjustment.
- F. **LAW ENFORCEMENT.** The spirit of friendliness and sympathy which characterizes the work of the home and school visitor, should not interfere with a strict enforcement of the school attendance law. The fact that the parent knows that, as a last resort, the law will be enforced strictly, is a determining factor in securing cooperation on the part of the indifferent parent. When parental neglect is the cause of the development of truancy or incorrigibility on the part of the child, the assistance of the court may be needed to secure proper guardianship for the underprivileged child.

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PLAYTIME FOR THE PRIMARY PUPILS ENROLED IN THE WESTERN PENNSYLVANIA SCHOOL
FOR THE DEAF, EDGEWOOD, PENNSYLVANIA

CHILDREN WITH HANDICAPS

"For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they cannot be privately met."—THE CHILDREN'S CHARTER.

- A. **THE PHYSICALLY HANDICAPPED CHILD.** The school with adequate medical inspection usually discovers a physical or mental handicap quite early in the child's school life. The home and school visitor in cooperation with the school physician and school nurse, should assist in effecting correction for remediable physical handicaps.
- B. **LOCAL SERVICES FOR THE HANDICAPPED CHILD.**
1. Hospitals and clinics. Local and state hospitals and clinics give generously of their services either free or at a minimum cost to needy children, at the request of the school.
 2. School organizations. Parent-Teacher associations, Junior Red Cross or Clubs in the school raise funds to be used for the correction of the physical handicaps of school children.
 3. Service clubs. Rotary, Kiwanis, Lions, Quota and similar clubs perform a splendid service in helping physically handicapped children.
 4. The home. Sympathy, tact, and patience are needed to persuade the frightened child and the too sympathetic parent to avail themselves of the health services in the community that are frequently offered without charge.
- C. **THE CHILD WITH A PERMANENT PHYSICAL HANDICAP.** One of the home and school visitor's most difficult tasks is to obtain the consent of the parent of a child, with a permanent handicap, that arrangements may be made for the child's placement in an approved school for the instruction of handicapped children. The law requires that the parent allow a child with a physical handicap to be sent to a school where proper education is provided for the deaf, the blind or the crippled. If the parent and the child can be brought to see the advantages of such training, and to realize that the admission of the child to the school for special education is a real privilege, the separation of parent and child will be less difficult. The home and school visitor should know personally the directors in charge of these special schools. She should supply the parent with bulletins describing the work and life at the school; and, if possible, she should arrange to have the parent visit the institution in order that there may be a better understanding of the place to which the child is to be sent.
- D. **THE MENTALLY HANDICAPPED CHILD.** When a child has been designated as a candidate for special education by the medical in-

spector of the school district, by a mental clinic approved by the State Council of Education, or by a psychologist or a psychological examiner who has been certified by the Superintendent of Public Instruction and is an employe of the school district, special education shall be provided. Unless this is done by the parent it shall be done by the district either in a special class in the district, a special class or school operated jointly in another district, an approved institution or "by providing for teaching the child in his home." If ten or less feeble-minded children reside in a district and if the school district cannot care for them, the board of school directors shall report such feeble-minded children to the State Department of Welfare for enrolment in a school for feeble-minded children. When a child has been designated as a feeble-minded child, the home and school visitor should work with the representative of the Department of Welfare in furnishing such records as the school may have on file, that may be of assistance in having the child placed in an institution as quickly as possible. Since the waiting lists for admission to these institutions are long, and frequently much time elapses before the child is admitted, the discovery and reporting of the case should be made as early as possible in the child's life. If the mentally defective child is left in the community without proper supervision, he may develop serious anti-social tendencies and become a menace to himself and to the community.

E. COOPERATING AGENCIES. Some of the agencies prepared to assist the school in the care of handicapped children are:

1. American Red Cross Society
2. Visiting Nurses' Association
3. Pennsylvania Tuberculosis Association
4. Bureau of Mental Health, Department of Welfare, Harrisburg
5. Division of Special Education, Department of Public Instruction, Harrisburg
6. Division of Medical School Inspection, Department of Health, Harrisburg

PENNSYLVANIA INSTITUTIONS FOR PHYSICALLY HANDICAPPED CHILDREN

Western Pennsylvania School for the Blind, Pittsburgh

Royer, Greaves School for the Blind, King of Prussia

St. Mary's Institute for the Blind, Lansdale

Pennsylvania Institution for the Instruction of the Blind, Overbrook, Philadelphia

DePaul Institute for the Deaf and Dumb, Brookline, Pittsburgh

Western Pennsylvania School for the Deaf, Edgewood Park, Pittsburgh

Pennsylvania State Oral School, Scranton

Archbishop Ryan's Memorial Institute for Deaf Children and Those Who Have Defective Speech, Philadelphia

Pennsylvania Institute for the Deaf, Mt. Airy

Children's House of the Home for Incurables, City Line, Bala, Philadelphia

Pennsylvania State Hospital for Crippled Children, Elizabethtown

Industrial Home for Crippled Children, Pittsburgh

Sewickley Fresh Air Home for Convalescent Crippled Children, Fair Oaks, Allegheny County

Watson, D. T.—Home for Crippled Children, Leetsdale
 Good Shepherd Home, Allentown
 Home of the Merciful Savior for Crippled Children, Philadelphia
 House of St. Michael and All Angels, Philadelphia
 St. Edmond's Home for Crippled Children, Philadelphia
 Widener Memorial School for Crippled Children, Philadelphia

INSTITUTIONS FOR FEEBLEMINDED CHILDREN

The Polk School, Polk, Venango County
 Pennhurst State School, Pennhurst, Montgomery County
 Laurelton State Village, Laurelton
 Pennsylvania Training School, Elwyn, Delaware County

INSTITUTIONS FOR EPILEPTIC CHILDREN

Fairhope, LeRoyville, Bradford County
 Passavant Memorial Home, Rochester, Beaver County
 Pennsylvania Epileptic Hospital and Colony Farm, Oakburne
 Selinsgrove State Colony for Epileptics, Selinsgrove

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POVERTY

"For every child a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home."—THE CHILDREN'S CHARTER.

The home is recognized as the most powerful influence in the life of the child. For from four to eight years before the child enters school, the home has been the dominating power in molding his character. After he enters school, about eighteen hours of each day are spent under home and neighborhood influences. The school should know all of the influences that are affecting the child's development if constructive work is to be done for the maladjusted child. Many happy, well adjusted children come from the homes of the poor, because the love and courage of the parents have created a spirit of cooperation among the members of the family group. This solidarity has kept the family morale high in spite of the most distressing circumstances.

On the other hand, poverty is frequently the underlying cause of the child's school difficulties.

A. PROBLEMS IN WHICH POVERTY IS A MAJOR FACTOR.

1. Undernourishment
2. Uncorrected physical defects
3. Psychological effect of insecurity
4. Changing status of parents
 - a. Neglect because of ill or working mothers
 - b. Insubordination to father's control because of the inability of the father to support the family
5. Delinquency caused by
 - a. Overcrowded homes, lack of privacy and quiet
 - b. Presence of boarders in the home
 - c. Bad neighborhood contacts
 - d. Lack of legitimate recreational facilities
6. Broken homes
 - a. Foster homes
 - b. Institutions

It is a commonly accepted fact that only the home can satisfy the need of the child for the things necessary for his development, namely:—security, love and training. For this reason every effort should be made by the school and the social agencies in the community to prevent the needless breaking up of a home because of economic difficulties.

B. COMMUNITY RESOURCES FOR PRESERVING THE CHILD'S HOME LIFE.

1. Public and private relief organizations
2. Visiting housekeeper
3. Mothers' assistance

4. Scholarships provided by the school or by local social agencies
5. Working men's compensation board
6. State employment bureau

C. **THE CHILD IN THE FOSTER HOME.** Both free and boarding homes are being used in increasing numbers, not only for the dependent or neglected child but also for the predelinquent or delinquent child. The home and school visitor should learn to know the foster parents and assist in the child's social development. When a child is placed in a new community the child placing agency should send to the school, a history of the child's social problems in order that a constructive school program may be developed for him.

D. **COOPERATION BETWEEN THE SCHOOL AND THE CHILD PLACING AGENCY.**

1. A constructive program for physical and mental health for the foster child
2. Observance of the school attendance and child labor laws by the foster parents
3. Reporting by the school to the child placing society any evidence of neglect or abuse of the child
4. Assisting the child to overcome any emotional difficulties caused by previous experience or present status
5. Through study and guidance assisting the foster child to become a self-respecting and self-supporting citizen

E. **THE CHILD FROM THE "ORPHANAGE".** Institutions for dependent children frequently send the children living in the institution to the local public school. At times these children bring with them social handicaps caused by the early home environment from which they have been removed. Inconsiderate treatment by the teacher and pupils of the school to which these dependent children are assigned tends to create in them feelings of inferiority and may cause the sensitive child to develop serious tendencies toward introversion. The home and school visitor should know these children and assist the teacher in developing right social attitudes on the part of all the children within the group.

F. **COOPERATING AGENCIES.** Among the child placing agencies with whom the school will cooperate are :

1. Local Foster homes and institutions
2. Pennsylvania Society to Protect Children from Cruelty
3. Juvenile Court
4. Children's Aid Society
5. Catholic Children's Bureau
6. Children's Service Bureau
7. Bureau for Jewish Children
8. Lutheran Children's Bureau

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EMPLOYMENT

"For every child protection against labor that stunts growth, either physical or mental, that limits education, that deprives children of the right of comradeship, of play, and of joy."—THE CHILDREN'S CHARTER.

The elimination of child labor from industrial and mercantile establishments has placed a difficult task upon the school in adjusting school courses to meet the needs of these restless, adolescent children. Aside from the inability of the child to find employment, the reasons that have caused young people to leave school to enter industry have not materially changed.

A. REASONS FOR LEAVING SCHOOL.

1. Restlessness of adolescence
2. Failure of the school to interest the child
3. Inflexible curriculum
4. Retardation
5. Lack of Educational and Vocational Guidance
6. Group standards
 - a. Parents uneducated
 - b. Parents lack vision
 - c. Greed or thrift of parents demands child's wages or work
7. Lack of parental control
8. Poverty in the home
9. Illness in the home

B. PROGRAM TO PREVENT LEAVING SCHOOL. Some of the activities of the schools which assist young people in becoming adjusted to the extended period of school attendance are:

1. Educational and vocational guidance
2. Individualized curriculum
3. Vocational courses
4. Scholarships
5. Part time work
6. Leisure time activities
7. Securing visiting housekeeper service for the home

C. GENERAL EMPLOYMENT CERTIFICATES. If economic conditions in the home require that a general or vacation employment certificate be issued for a minor, the home and school visitor should see that all requirements of the child labor law have been observed, as designated in Bulletin No. 93, "A Digest of the Laws Controlling School Attendance and Employment of Minors" which may be obtained from the Division of Child Accounting and Statistics, Department of Public Instruction, Harrisburg. The home and school visitor should, if necessary, assist the minor in obtaining correct proof of age and in having any physical handicaps corrected. She should visit the place of employment to ascertain whether there has been full compliance with the requirements of the child labor law.

- D. **MIGRATORY LABOR.** The child of the migratory worker presents a problem both to the district from which the migratory families move and the district into which these families go. When children leave a school district, because of the employment of their parents in seasonal occupations, the school authorities of the district from which the family departs should immediately notify the school official of the district into which these children go in order that all children of school age will be placed in school. If children of a neighboring state come into Pennsylvania for seasonal work, the home and school visitor should see that these children are enrolled in and attend school during the time that the family resides in Pennsylvania. She should see that these children are not illegally employed. If violations are found and not corrected she should notify the Bureau of Women and Children, Department of Labor and Industry, Harrisburg.
- E. **INDUSTRIAL HOME WORK.** Although industrial home work is being eliminated from Pennsylvania homes, if children are found to be assisting in this type of work, either in their own homes or in homes other than their own, the facts should be verified that there are no violations of the law. Any violation should be reported to the Bureau of Women and Children, Department of Labor and Industry, Harrisburg.
- F. **STREET TRADES.** The control of street trading is placed jointly upon the State Department of Labor and Industry, the local school authorities, and the local police. The home and school visitor should, if possible, educate the home to realize the moral danger of undesirable associates found on the city streets at night, and the tendency of street trading to develop into professional begging. If violations of the child labor law are found, the school district should proceed against the parent and the employer. A statement of the provisions of the law in reference to street trading will be found in the 1935 edition of "A Digest of the Laws Controlling School Attendance and Employment of Minors." In effecting right working conditions for employed children, the school will have need to develop close contacts with:
1. Employers
 2. Local Relief Agencies
 3. Department of Labor and Industry, Harrisburg
 4. Consumer's League
 5. The Court
- G. **DOMESTIC SERVICE PERMITS**
1. In the home of the child's parents. Before a child between the ages of fourteen and sixteen years is excused from school to assist in the home of the parent, the home and school visitor should verify the fact that the statement of need in the home is valid. If poverty in the home is the reason for the child's leaving school, an attempt should be made to supply the child with a scholarship that would enable the parents to secure other workers to give the assistance that the child would have given. If illness in the home is the cause of the child's leaving school, the home and school visitor might be able to secure

the services of a visiting housekeeper who would assist in the home during the period of illness. If visiting housekeeper work has not been developed as part of the program of a local relief organization, it is sometimes possible through these organizations to find persons who wish to perform these services as a form of "work relief."

2. In a home other than the child's own home. An important phase of the home and school visitor's program is supervising the young girl who goes into domestic service, either full or part time, in a home other than her own. This work is fraught with serious dangers if the child finds herself in a home without high physical or moral standards. The following rules should be observed before a domestic permit is issued:
 - a. Determine that a financial need exists in the home of the girl between the ages of fourteen and sixteen, that requires that she enter this type of employment.
 - b. Visit the home of the prospective employer to verify the facts that:
 1. The home is a fit place physically and morally for the child.
 2. The minor will have a bedroom not shared by any adult member of the household.
 3. There are no male lodgers in the home.
 4. The work and hours are not excessive.
 5. The minor will not operate power driven machinery. (This includes power driven washing machines.)
 6. The minor will not be allowed to do work for which a general employment certificate is required.
 7. The minor will not be left alone during the day while the employer works elsewhere.
 8. The minor will not be left alone regularly until late at night.

The employer should furnish the names of at least two persons, preferably the family pastor and the family physician, whom the home and school visitor should visit to verify the facts concerning the desirability of the home as a place of employment. Even with careful preliminary investigation, the homes in which minors are employed should be visited regularly by the home and school visitor or by some school official.

- H. FARM PERMITS. No pupil between the ages of eight and sixteen years may be absent from school to engage in domestic service or farm work, unless the parent secures an emergency or an exemption permit. Emergency permits are issued for a very limited period of time, and exemption permits are issued when the minor is to be excused from school permanently. These permits are issued only for minors between the ages of fourteen and sixteen years who have completed the work of the first six yearly grades of the elementary schools. When a need arises in the home that requires the help of the fourteen or fifteen year old boy or girl, every effort should be

made to persuade the parent to have an emergency permit issued and have the pupil return to school as soon as the crisis is past. Before the permit is issued, the home and school visitor should verify the fact that all legal requirements have been fulfilled as designated in "A Digest of the Laws Controlling School Attendance and Employment of Minors." Whatever may be the cause of having the child leave school for any type of work, home and school visitors and the issuing officers should realize their responsibility for preventing, if possible, the discontinuance of the child's educational opportunities. Each person who issues employment certificates or permits should consider the challenging questions raised in the following excerpts of a contribution to "The American Child:"

WORK PERMITS

Who gives the permit that a child shall work? Who judges "now his schooling shall be stopped that he may earn this money every week?"

.....
Who rules a child has learned all he will need to fill a drudge's place throughout his life?

.....
Who gives work permits?

.....

F. B. W.—In *The American Child*

Reprinted by permission of the National Child Labor Committee.

- I. THE VISITING HOUSEKEEPER. Visiting housekeeper work has been developed in some of the larger cities as part of the work of private social agencies to care for problems that arise within the home. In some instances, the visiting housekeeper is a trained household economist, who goes into the home for the purpose of giving instruction in household economy to the mother or other home maker who lacks the training or the ability to provide an efficient home for children. In other agencies, untrained but capable women who are able and willing to work, but who are unable to obtain other employment, are employed by social agencies to care for a family temporarily during the illness or disability of the mother in order that the children of the home may not be neglected because of the inability of the home maker to give them proper care. In still other agencies the visiting housekeeper becomes a permanent part of the household to prevent the breaking up of the family because of the death or permanent disability of the mother. Although the work of the visiting housekeeper may not have been developed as part of the social work of the community, the local social agencies frequently are able to send one of their clients into a home to assist the family in meeting an emergency situation.
- J. ORGANIZATIONS IN WHICH VISITING HOUSEKEEPER SERVICE HAS BEEN DEVELOPED
 1. Visiting Housekeeper Association, Detroit, Michigan
 2. Junior League, 152 East 45th Street, New York City

3. Jewish Social Service Association, 71 West 47th Street, New York City
4. New York Urban League, 202 West 136th Street, New York City
5. Brooklyn Urban League, 105 Fleet Street, Brooklyn, New York

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DELINQUENCY

"For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast; with the home, the school, the church, the court and the institution when needed, shaped to return him whenever possible to the normal stream of life."—THE CHILDREN'S CHARTER.

If we are to deal intelligently with the delinquent child, our first step should be to discover the symptoms of delinquency at the earliest possible moment. Since most children attend at least the early grades of the elementary school, this is the logical place to discover pre-delinquent tendencies and thereby prevent the child's coming into conflict with the law. In some instances children have been real problems for approximately six years before they enter school.

Psychologists tell us that evidences of social maladjustment appear in marked degree in the child of pre-school age. This fact necessitates the beginning of a program of social adjustment for some children in the kindergarten or the first grade in the elementary school.

A. SYMPTOMS OF MALADJUSTMENT. Some of the more evident symptoms of maladjustment in younger children are:

1. Timidity
2. Swearing
3. Stealing
4. High Temper
5. Disobedience
6. Impertinence
7. Rebellious attitude
8. Destructive tendencies
9. Lack of self control
10. Dislike for teacher
11. Unsatisfactory school record
12. Impulsiveness
13. Indifference to rights of others
14. Abnormal interest in reading
15. Abnormal interest in movies
16. Lack of special interests
17. Seclusiveness
18. Brooding tendency
19. Sensitiveness
20. Cruelty to animals and to other children

Where these tendencies are evident, the home and school visitor working with the teacher should begin a case study of the child and his environment. No effort should be spared in bringing about a correction of the child's maladjustment as early as possible to prevent the development of anti-social traits and habits.

B. PROGRAM FOR PREVENTION OF DELINQUENCY.

1. Physical examination
2. Correction of remediable physical handicaps
3. Psychological and psychiatric examinations
4. Study of educational abilities
5. Curriculum based on findings of child's abilities and interests
6. Study of home background including parent-child relationships
7. Study of neighborhood influences, group attitudes, companions, and recreational facilities
8. Extra curricular activities program which will give to the child a normal outlet for his desire for security and recognition
9. A constructive program of leisure time activities

C. RECREATION AS A MEANS OF PREVENTING DELINQUENCY. No plan for the prevention of delinquency can fail to consider the recreational opportunities of the community. Play is the child's world in which he develops the physical and mental skills which are necessary parts of his education. Play satisfies the desires of the child for group life, for adventure and for the opportunity to develop initiative and independence. The child accepts the recreational opportunities offered by the community. If these consist of low grade pool rooms and dance halls, all the constructive work that has been done by the school for correcting the child's maladjustment may be undone. The school must accept the responsibility for developing desirable forms of recreation through extra curricular activities and for fostering a community sentiment through Parent-Teacher Associations, Churches and Service Clubs for the development of desirable forms, and the suppression of undesirable forms of community recreation. The work for the maladjusted school child must take into account all community problems. To ignore the vicious neighborhood surroundings that have been a contributing factor in the child's problem of adjustment, would nullify much of the constructive work of the school program.

D. COOPERATING AGENCIES. Some of the local organizations that assist in providing approved recreational facilities for school pupils are:

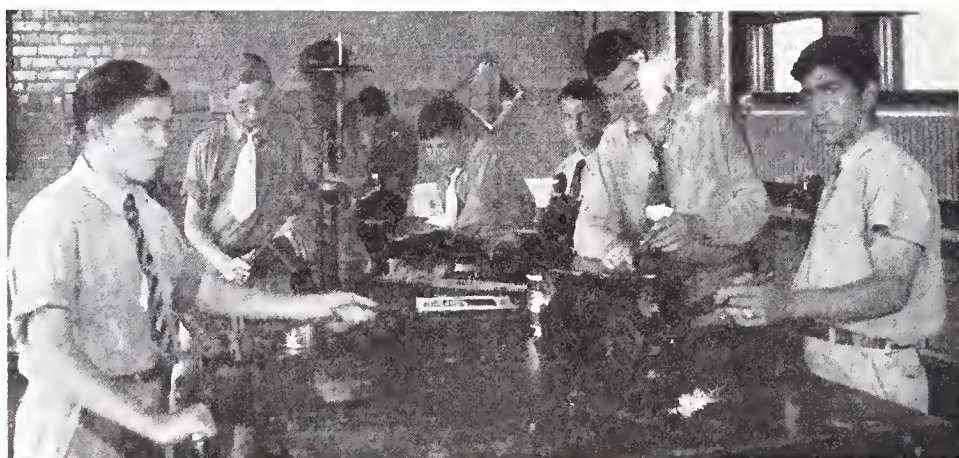
1. Big Brother and Big Sister Organizations
2. Boy Scouts
3. Campfire Girls
4. Church and Sunday School Clubs
5. 4-H Clubs
6. Girl Scouts
7. Grange
8. Hi-Y Clubs
9. Knights of Columbus
10. Settlement House Clubs
11. Young Men's and Young Women's Christian Associations
12. Young Men's and Young Women's Hebrew Associations

To work out a plan for the correction of home and neighborhood problems requires the assistance of social agencies, city or county officials, the probation service, and the court.

ACTIVITIES OF THE SHALLCROSS RESIDENTIAL SCHOOL
A PART OF THE PUBLIC SCHOOL SYSTEM OF PHILADELPHIA



RECREATION



SHOP INSTRUCTION



FARM WORK

E. THE SCHOOL CHILD AND THE COURT. If a school child is involved in any case requiring court action, the home and school visitor should assist the court in making a wise disposition of the case by submitting a complete case history of the child's physical, mental, emotional, and environmental problems. Rules to be observed in Juvenile Court cases are:

1. The child shall not be confined in a jail or police station, pending a hearing. A Detention Home should be provided.
2. The time spent in a Detention Home should be as short as possible, and the time should be used to make further study of the child's case.
3. The child should never be taken to court for the purpose of frightening him.
4. In all cases of dependency and in many cases of delinquency the child should not appear in the court room. The referee system places the child upon probation without his coming into court.
5. A child's case should always be taken to court on petition instead of on a warrant.
6. Juvenile hearings should be separate and apart from regular court sessions with only those persons present who have a legitimate interest in the child's case.
7. When commitment is necessary it should be done as a type of treatment or education and training. For the first offender a parental school as part of the public school system is usually preferable to commitment in a state institution.

F. COOPERATING AGENCIES.

1. The society to protect children from cruelty
2. Probation service
3. Juvenile aid society
4. Church organizations
5. Service clubs

G. STATE AND STATE-AIDED INSTITUTIONS.

1. Pennsylvania Industrial School, Huntingdon, Huntingdon County
2. Pennsylvania Training School, Morganza, Washington County
3. Glen Mills School, Boys' Department, Glen Mills, Delaware County
4. Glen Mills School, Girls' Department, (Sleighton Farm), Darlington, Delaware County

H. COUNTY INSTITUTIONS.

1. Thorn Hill School, Warrendale, Allegheny County
2. Gumbert School, Perrysville, Allegheny County
3. Luzerne County Industrial School, Kis-Lyn, Luzerne County
4. Boys' Home, Reading, Berks County

I. PRIVATE INSTITUTIONS.

1. Beulah Anchorage, Reading, Berks County
2. Elliott House, Philadelphia
3. Elmwood Home, North Springfield, Erie County

4. George Junior Republic of Western Pennsylvania, Grove City, Mercer County
5. House of Good Shepherd, Germantown
6. House of Good Shepherd, Philadelphia
7. House of Good Shepherd, Pittsburgh
8. House of Good Shepherd, Reading
9. House of Good Shepherd, Scranton
10. Philadelphia Protectory, Protectory Station, Montgomery County
11. Rotary Home, Lancaster, R. D., Lancaster County
12. Saint Joseph's Protectory, Norristown, Montgomery County
13. Shallcross School, Byberry, Philadelphia
14. Shelter Home for Girls, Lititz Pike, Lancaster County
15. Toner Institute, Brookline, Pittsburgh

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TECHNIQUES

The techniques used by the home and school visitor are those common to all forms of social case work, namely investigation, diagnosis, treatment, and plan of adjustment.

A. INVESTIGATION IN THE CASE OF THE MALADJUSTED SCHOOL CHILD.

1. Physical examination
2. Psychological examinations
3. Performance tests
4. School records
5. Teacher's opinion
6. Interview with child
7. Interview with parent at school
8. Home visit
9. Visit to relatives or other interested persons
10. Study of reports of social agencies if any have known the family
11. Study of court records if any

B. DIAGNOSIS. The diagnosis of the child's problem should be made jointly by the school superintendent or principal, the guidance counselor, the teacher, and the home and school visitor. This will require either individual or group conferences. When the diagnosis is made it should be based on the findings of the investigation. It is not sufficient to know that the child has an anti-social tendency. It is not sufficient that the cause of this tendency be known. What leading modern specialists suggest as a means of solving the problem must also be known. Opinions based on preconceived opinions and prejudices should be carefully avoided.

C. TREATMENT. The treatment of the individual child's problem will depend upon available services for the correction of physical and emotional handicaps and the ability of the school to persuade teacher, parent, and community to join in this service for the child.

D. PLAN OF ADJUSTMENT. The plan of adjustment for the school child's problem must always be an individualized program. Since social maladjustment is the result of a faulty environment, the factors must be analyzed carefully. The plan of adjustment may be a very simple and inexpensive one. So much may be done with so little cost if someone "cares enough" to do it. The determining factor in every plan is the "present need in the light of past circumstances and future possibilities." This program may sound formidable for the average school, but the workers in the field have reported that many times the solution is quite simple. Impudent little Annie just "wanted the teacher to smile at her about once a day." Little "Truant John's" eyesight was so poor that he could not see the words. But as he "had never seen words" he failed to comprehend what the teacher was talking about. He ran away from school because he "just couldn't seem to understand." Little George, "the thief," stole pencils to give to the big boys so that they would not call him "Orphan Baby." As a part of every program for the social adjustment of the school

child, and the only program necessary in some cases is that someone shall understand these "heart hungry" little children.

E. THE INTERVIEW.

1. A small room, simply and comfortably furnished, should be available for the home and school visitor in which to hold interviews with children, parents, or other school officials. For the setting in which the child's problem is discussed, frequently affects the attitude of the parent or child as to the lightness or seriousness of the child's problem and strengthens the confidence of the parent and of the child in the ability of the worker herself.
2. The interview with the child is the most important tool that can be used to win the confidence of the child and to bring about changes in attitude which are necessary in solving the problem of maladjustment. It is during the interview that the home and school visitor builds up the friendly relationship with the child that will enable both to discover the cause of the difficulty. Children seldom know the reason for their anti-social acts. Conflicting emotions rooted in some school, home, or neighborhood difficulty are usually the causes of misbehavior. For this reason the interview with the child should follow closely the act which showed his anti-social tendencies. In special cases with more mature students, the interview should be by appointment, with both pupil and home and school visitor prepared to discuss the underlying causes of the maladjustment. There should also be a definite time during the day when pupils or parents may go voluntarily to the home and school visitor to discuss problems of which the school had not been aware.
3. The parent should be encouraged to come to the school to discuss the child's problems with members of the school staff. In these interviews the school may learn much of the child's home difficulties. The parent may also learn about the standards and ideals of the school. In this way a spirit of co-operation in assisting in the development of these ideals may be assumed by the parent. The attitude to be taken with both parent and child should be one of friendly interest, sympathetic not sentimental, and always unprejudiced. An attitude of preaching, grilling, or punishing should be avoided. The time for the interview should be at a time when neither parent nor home and school visitor is tired or hurried.

- F. CONFERENCE WITH TEACHERS AND PRINCIPAL. In order that the child's problem may be seen in the same light by all members of the school who are working for the adjustment of difficulties, group conferences are necessary at times. These groups should be as small as possible in order that only those persons who are needed to make the child's adjustment shall be present when the problem is discussed. Conferences between the home and school visitor and individual members of the staff should be held frequently.

G. THE HOME VISIT.

1. Purpose
 - a. To establish friendly relationships
 - b. To study home conditions
 - c. To learn the attitude of the parent toward the child and toward the school
 - d. To find out the child's special difficulties
 - e. To learn his attitudes, habits, and associates
2. Methods. The home visit should be made with the utmost tact and friendliness. The home and school visitor should have studied the child's background sufficiently to find some point of common ground on which to meet the mother. Lacking any other point of common interest, the school subject or activity in which the child is most successful might be mentioned. With tact and patience, the home and school visitor will succeed in developing the rapport necessary to win the cooperation of the normal parent in assisting in the program for the child's adjustment.
3. Note taking. The use of notebook and pencil should be avoided while making a home visit. Names and addresses may be written on slips of paper carried in the pocket or pocketbook. It is sometimes possible to write on cards carried in the coat pocket without the person being interviewed being aware that this is being done. It is better to try to remember a few facts during each visit and to make note of these as soon as possible after leaving the home of the person interviewed.

H. RECORDS. The social records of the maladjusted child should be kept separate from the pupil's cumulative records. These records should be in folders filed in the conference room, and should be available only to those people who are assisting in the solution of the child's problem. The records should be simple in form so that they may be easily interpreted by anyone to whom the record is made available. A case history sheet, such as shown in Appendix I, may be used to record facts obtained from school records, the records of other social agencies, and facts learned during the interview with the child or parent. With this history sheet there should be a chronological record in which each contact is recorded under the date on which the contact was made. The items recorded in the chronological history should be correctly dated, with names and addresses of persons interviewed as well as their information and reactions concerning the specific problems that the child and his family present. The records should give a vivid and concise picture of the child in the family and neighborhood groups. In addition to the Social History there should be filed a duplicate copy of the health record, including dental record, copies of intelligence and achievement tests, scholarship record, record of interests and attitudes, and extra curricular activities. These social records will contain much information learned during the various interviews which should be considered confidential and treated as such. All cases should be periodically reviewed and summarized.

- I. RECORDS AVAILABLE TO OTHER AGENCIES. Outside agencies for whom these social records should be made available under certain conditions are:
1. Local relief agencies who are interested in the child's family problems
 2. Child placing agencies
 3. Mother's assistance fund worker
 4. Juvenile court and probation officer
- J. REPORTS. The school attendance data and the reports submitted to the Division of Child Accounting and Statistics of the Department of Public Instruction should be accessible to the home and school visitor. All attendance, age grade, and school progress reports should be studied carefully by the home and school visitor for the purpose of discovering and correcting individual and group maladjustments of the pupils of the school district.

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APPENDIX I

Commonwealth of Pennsylvania DEPARTMENT OF PUBLIC INSTRUCTION Harrisburg

HOME AND SCHOOL VISITOR RECORD

Date Case Was Opened

DistrictSchoolGradeVisitor

<i>Name of Pupil</i>		<i>Date of Birth</i>			<i>Parent or Guardian</i>
Last Name	First Name	<i>Mo.</i>	<i>Day</i>	<i>Year</i>	

Residence	Tel.	Place of Birth—
Residence	Tel.	Race—White—Negro—Mongolian
Residence	Tel.	Religion—Cath.—Jew—Prot.
Residence	Tel.	Proof of Age Accepted

Members of Household

<i>Parents</i>	<i>Date of Birth</i>	<i>Place of Birth</i>	<i>Marital Status</i>	<i>Citizen</i>	<i>Occupation or School Grade</i>
Children					

Home Conditions and Neighborhood Environment

Parental Attitude Toward Child (Methods of Discipline)

Parental Attitude Toward School

Agencies Interested

Referred by,	Principal	Teacher	Nurse	Attendance Officer
Reason—	Health Behavior	Non-attendance Other reasons (Specify)		Scholarship

Details of Problem

School History (Summary)

Outside Activities (work at home, work outside home, music lessons, home study)

Recreation (gangs, poolrooms, clubs, playgrounds-settlements, libraries, churches, etc.)

Personality; characteristics, interests, habits, associates, etc.

PROGRESS IN ADJUSTMENT

Begun ¹	Completed +
Child	School
Health	Change in course of study
Attendance	Change in teacher
Scholarship	Change in school
Behavior	Change in attitude
Cooperation	
Home	Community (give name of agency)
Health Program	Health
Change in attitude	Mental hygiene
Supervision	Financial relief
Recreation	Recreation
	Other agencies

ANALYSIS OF CASE

Problems

Treatment

Results

APPENDIX II

ADDRESSES OF PUBLISHERS

APPLETON CENTURY. D. Appleton-Century Company, Inc., 35 W. 32nd St., N. Y.
BADGER. Richard G. Badger, 100 Charles St., Boston.
BARNES. A. S. Barnes and Company, 67 W. 44th St., N. Y.
CANADIAN NATIONAL COMMITTEE FOR MENTAL HYGIENE, Ottawa, Canada.
CENTURY. Century Company, N. Y. See Appleton-Century.
COLUMBIA UNIVERSITY PRESS, 960 Broadway, N. Y.
COMMONWEALTH FUND. Division of Publications, 41 E. 57th St., N. Y.
CROWELL. The Thomas Y. Crowell Company, 393 4th Avenue, N. Y.
DODD. Dodd, Mead and Company, Inc., 443-449 4th Avenue, N. Y.
FAMILY WELFARE ASSOCIATION, 130 E. 22nd St., N. Y.
GREENBURG. Greenburg Publishers, Inc., 449 4th Avenue, N. Y.
HARPER. Harper and Brothers, 49 E. 33rd St., N. Y.
HARVARD UNIVERSITY PRESS. Randall Hall, Cambridge, Mass.
HOLT. Henry Holt and Company, Inc., 1 Park Avenue, N. Y.
HOUGHTON. Houghton, Mifflin Company, 2 Park St., Boston.
JARROLD. Publishers Ltd., 34 Patemoster Row, London.
KNOPF. Alfred A. Knopf, Inc., 730 5th Avenue, N. Y.
LITTLE. Little, Brown and Company, 34 Beacon St., Boston.
LIVERIGHT. Liveright Publishing Corporation, 386 4th Avenue, N. Y.
LONGMANS. Longmans, Green and Company, 114 5th Avenue, N. Y.
MACAULAY. Macaulay Company, 381 4th Avenue, N. Y.
MACMILLAN. The Macmillan Company, 60 5th Avenue, N. Y.
MCGRAW. McGraw-Hill Book Company, Inc., 330 W. 42nd St., N. Y.
MODERN LIBRARY. Modern Library, Inc., 203 57th St., N. Y.
NEW REPUBLIC. New Republic, Inc., 40 E. 49th St., N. Y.
NORTON. W. W. Norton and Company, Inc., 70 5th Avenue, N. Y.
OXFORD. Oxford University Press, 114 5th Avenue, N. Y.
RUSSELL SAGE FOUNDATION, 130 E. 22nd St., N. Y.
SCRIBNER. Charles Scribner's Sons, 597 5th Avenue, N. Y.
SURVEY. Survey Associations, Inc., 112 E. 19th St., N. Y.
THOMAS. Thomas Publishing Company, 461 8th Avenue, N. Y.
UNIVERSITY OF CHICAGO PRESS, 5750 Ellis Avenue, Chicago, Ill.
UNIVERSITY OF NORTH CAROLINA PRESS, Chapel Hill, N. C.
WILSON. H. W. Wilson Company, 950-972 University Avenue, N. Y.
WORLD BOOK. World Book Company, 333 Park Hill Avenue, Yonkers-on-Hudson, N. Y.